INDEX

Volume 71
2004-2005

AUTHORS

Artiles, Alfredo J., Rueda, Robert, Salazar, Jésus José, and Higareda, Ignacio, *Within-Group Diversity in Minority Disproportionate Representation: English Language Learners in Urban School Districts,* 283

Brantlinger, Ellen, Jimenez, Robert, Klingner, Janette, Pugach, Marleen, and Richardson, Virginia, *Qualitative Studies in Special Education,* 195

Broer, Stephen M., Doyle, Mary Beth, and Giangreco, Michael F., *Perspectives of Students With Intellectual Disabilities About Their Experiences With Paraprofessional Support,* 415

Browder, Diane M., Karvonen, Meagan, Davis, Stephanie, Fallin, Kathy, and Courtade-Little, Ginevra, *The Impact of Teacher Training on State Alternate Assessment Scores,* 267

Causton-Theoharis, Julie N. and Malmgren, Kimber W., *Increasing Peer Interactions for Students With Severe Disabilities Via Paraprofessional Training,* 431

Dale, Philip S., Jenkins, Joseph R., Mills, Paulette E., and Cole, Kevin N., *Follow-Up of Children From Academic and Cognitive Preschool Curricula at 12 and 16,* 301

Fuchs, Lynn S, Fuchs, Douglas, and Compton, Donald L., *Monitoring Early Reading Development in First Grade: Word Identification Fluency Versus Nonsense Word Fluency,* 7

Gersten, Russell, Fuchs, Lynn S., Compton, Donald, Coyne, Michael, Greenwood, Charles, and Innocenti, Mark S., *Quality Indicators for Group Experimental and Quasi-Experimental Research in Special Education,* 149

Horner, Robert H., Carr, Edward G., Halle, James, McGee, Gail, Odom, Samuel, and Wolery, Mark, *The Use of Single-Subject Research to Identify Evidence-Based Practice in Special Education,* 165

Jitendra, Asha K., Griffin, Cynthia, Deatline-Buchman, Andria, DiPipi-Hoy, Caroline, Sczesniak, Edward, Sokol, Natalie G., and Xin, Yan Ping, *Adherence to Mathematics Professional Standards and Instructional Criteria for Problem-Solving in Mathematics,* 319

Karvonen, Meagan, Test, David W., Wood, Wendy M., Browder, Diane, and Algozzine, Bob, *Putting Self-Determination Into Practice,* 23

Kasahara, Maho and Turnbull, Ann P., *Meaning of Family-Professional Partnerships: Japanese Mothers' Perspectives,* 249

Lai, Yuan and Ishiyama, F. Ishu, *Involvement of Immigrant Chinese Canadian Mothers of Children With Disabilities,* 97

MacArthur, Charles A., and Cavalier, Albert R., *Dictation and Speech Recognition Technology as Accommodations in Assessments for Students With Learning Disabilities,* 43

McMaster, Kristen L., Fuchs, Douglas, Fuchs, Lynn S., and Compton, Donald L., *Responding to Nonresponders: An Experimental Field Trial of Identification and Intervention Methods,* 445

Nelson, J. Ron, Benner, Gregory J., Lane, Kathleen, and Smith, Benjamin W., *An Investigation of the Academic Achievement of K-12 Students With Emotional and Behavioral Disorders in Public School Settings,* 59

Nougaret, André A., Scruggs, Thomas E., and Mastropieri, Margo A., *Does Teacher Education Produce Better Special Education Teachers?,* 217

Odom, Samuel L., Brantlinger, Ellen, Gersten, Russell, Horner, Robert H., Thompson, Bruce, and Harris, Karen R., *Research in Special Education: Scientific Methods and Evidence-Based Practices,* 137

Quinn, Mary Magee, Rutherford, Robert B., Leone, Peter E., Osher, David, and Poirier, Jeffrey M., *Youth With Disabilities in Juvenile Corrections: A National Survey,* 339

Reid, Robert, Trout, Alexandra L., and Schartz, Michalla, *Self-Regulation Interventions for Children With Attention Deficit/Hyperactivity Disorder,* 361

Rueda, Robert, Monzo, Lilia, Shapiro, Johanna, Gomez, Juan, and Blacher, Jan, *Cultural Models of Transition: Latina Mothers of Young Adults With Developmental Disabilities,* 401

Sáenz, Laura M., Fuchs, Lynn S., and Fuchs, Douglas, *Peer-Assisted Learning Strategies for English Language Learners With Learning Disabilities* ,231

Scheetz, Nanci A. and Gunter, Phillip, L., *Online Versus Traditional Classroom Delivery of a Course in Manual Communication,* 109

Sinclair, Mary F., Christenson, Sandra L., and Thurlow, Martha L., *Promoting School Completion of Urban Secondary Youth With Emotional or Behavioral Disabilities,* 465

Thompson, Bruce, Diamond, Karen E., McWilliam, Robin, Snyder, Patricia, and Snyder, Scott W., *Evaluating the Quality of Evidence From Correlational Research for Evidence-Based Practice,* 181

Xin,Yan Ping, Grasso, Edward, DiPipi-Hoy, Caroline M., and Jitendra, Asha, *The Effects of Purchasing Skill Instruction for Individuals With Developmental Disabilities: A Meta-Analysis,* 379

Ysseldyke, Jim., Nelson, J. Ruth, Christenson, Sandra, Johnson, David R., Dennison, Amanda, Triezenberg, Heidi, Sharpe, Michael and Hawes, Maureen, *What We Know and Need to Know About the Consequences of High-Stakes Testing for Students With Disabilities,* 75

TITLES

Adherence to Mathematics Professional Standards and Instructional Criteria for Problem-Solving in Mathematics, Jitendra, Asha K., Griffin, Cynthia, Deatline-Buchman, Andria, DiPipi-Hoy, Caroline, Sczseniak, Edward, Sokol, Natalie G., and Xin, Yan Ping, 319

An Investigation of the Academic Achievement of K-12 Students With Emotional and Behavioral Disorders in Public School Settings, Nelson, J. Ron, Benner, Gregory J., Lane, Kathleen, and Smith, Benjamin W., 59

Cultural Models of Transition: Latina Mothers of Young Adults With Developmental Disabilities, Rueda, Robert, Monzo, Lilia, Shapiro, Johanna, Gomez, Juan, and Blacher, Jan, 401

Dictation and Speech Recognition Technology as Accommodations in Assessments for Students With Learning Disabilities, MacArthur, Charles A., and Cavalier, Albert R., 43

Does Teacher Education Produce Better Special Education Teachers?, Nougaret, André A., Scruggs, Thomas E., and Mastropieri, Margo A., 217

The Effects of Purchasing Skill Instruction for Individuals With Developmental Disabilities: A Meta-Analysis, Xin, Yan Ping, Grasso, Edward, DiPipi-Hoy, Caroline M., and Jitendra, Asha, 379

Evaluating the Quality of Evidence from Correlational Research for Evidence-Based Practice, Thompson, Bruce, Diamond, Karen E., McWilliam, Robin, Snyder, Patricia, and Snyder, Scott W. 181

Follow-Up of Children From Academic and Cognitive Preschool Curricula at 12 and 16, Dale, Philip S., Jenkins, Joseph R., Mills, Paulette E., and Cole, Kevin N., 301

The Impact of Teacher Training on State Alternate Assessment Scores, Browder, Diane M., Karvonen, Meagan, Davis, Stephanie, Fallin, Kathy, and Courtade-Little, Ginevra, 267

Increasing Peer Interactions for Students With Severe Disabilities Via Paraprofessional Training, Causton-Theoharis, Julie N. and Malmgren, Kimber W., 431

Involvement of Immigrant Chinese Canadian Mothers of Children With Disabilities, Lai, Yuan and Ishiyama, F. Ishu, 97

Meaning of Family-Professional Partnerships: Japanese Mothers' Perspectives, Kasahara, Maho and Turnbull, Ann P., 249

Monitoring Early Reading Development in First Grade: Word Identification Fluency Versus Nonsense Word Fluency, Fuchs, Lynn S, Fuchs, Douglas, and Compton, Donald L., 7

Online Versus Traditional Classroom Delivery of a Course in Manual Communication, Sheetz, Nanci A. and Gunter, Phillip, 109

Peer-Assisted Learning Strategies for English Language Learners With Learning Disabilities, Sáenz, Laura M., Fuchs, Lynn S., and Fuchs, Douglas, 231

Perspectives of Students With Intellectual Disabilities About Their Experiences With Paraprofessional Support, Broer, Stephen M., Doyle, Mary Beth, and Giangreco, Michael F., 415

Promoting School Completion of Urban Secondary Youth With Emotional or Behavioral Disabili-

ties, Sinclair, Mary F., Christenson, Sandra L., and Thurlow, Martha L., 465
Putting Self-Determination Into Practice, Karvonen, Meagan, Test, David W., Wood, Wendy M., Browder, Diane, and Algozzine, Bob, 23
Qualitative Studies in Special Education, Brantlinger, Ellen, Jimenez, Robert, Klingner, Janette, Pugach, Marleen, and Richardson, Virginia, 195
Quality Indicators for Group Experimental and Quasi-Experimental Research in Special Education, Gersten, Russell, Fuchs, Lynn S., Compton, Donald, Coyne, Michael, Greenwood, Charles, and Innocenti, Mark S., 149
Research in Special Education: Scientific Methods and Evidence-Based Practices, Odom, Samuel L., Brantlinger, Ellen, Gersten, Russell, Horner, Robert H., Thompson, Bruce, and Harris, Karen R., 137
Responding to Nonresponders: An Experimental Field Trial of Identification and Intervention Methods, McMaster, Kristen L., Fuchs, Douglas, Fuchs, Lynn S., and Compton, Donald L., 445
Self-Regulation Interventions for Children With Attention Deficit/Hyperactivity Disorder, Reid, Robert, Trout, Alexandra L., and Schartz, Michalla, 361
The Use of Single-Subject Research to Identify Evidence-Based Practice in Special Education, Horner, Robert H., Carr, Edward G., Halle, James, McGee, Gail, Odom, Samuel, and Wolery, Mark, 165
What We Know and Need to Know About the Consequences of High-Stakes Testing for Students With Disabilities, Ysseldyke, Jim., Nelson, J. Ruth, Christenson, Sandra, Johnson, David R., Dennison, Amanda, Triezenberg, Heidi, Sharpe, Michael, and Hawes, Maureen, 75
Within-Group Diversity in Minority Disproportionate Representation: English Language Learners in Urban School Districts, Artiles, Alfredo J., Rueda, Robert, Salazar, Jesús José, and Higareda, Ignacio, 283
Youth With Disabilities in Juvenile Corrections: A National Survey, Quinn, Mary Magee, Rutherford, Robert B., Leone, Peter E., Osher, David M., and Poirier, Jeffrey M., 339

ALASKA

The Special Education Service Agency (SESA) is recruiting for Education Specialists in the following specialty areas. For more information about our organization and detailed position requirements, please visit our Website: http://www.sesa.org

Positions Available:

Autism

Qualifications: M.A. with emphasis on autism spectrum disorders; or MA with emphasis on moderate/severe disabilities and extensive coursework in autism; and three years teaching experience. A Bachelor's degree and suitable experience may be accepted in lieu of the Master's degree.

Hearing Impaired

Qualifications: Master's degree in education of deaf/hard of hearing; and, three years classroom experience. A Bachelor's degree and suitable experience may be accepted in lieu of the Master's degree.

Multi-Disabled (Moderate/Severe)

Qualifications: MA in multi-disabled severely mentally retarded or related field and three years teaching experience. A Bachelor's degree and suitable experience may be accepted in lieu of the Master's degree.

Salary: $44,402-$56,133 (beginning per experience and training)
Contact: Nancy Nagarkar, 2217 E. Tudor Road, Suite 1, Anchorage, AK 99507, Phone: 907-334-1303; E-mail: nnagarkar@sesa.org